

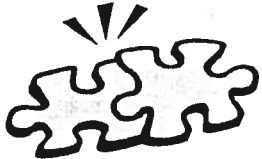






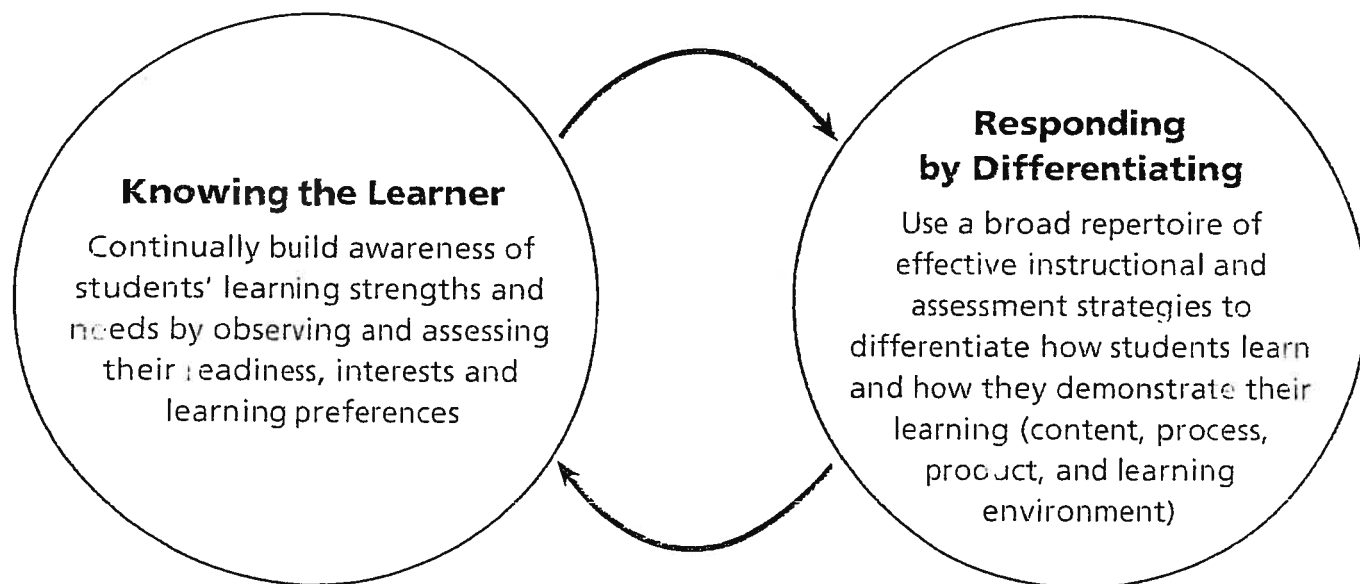
# DIFFERENTIATED LEARNING SUGGESTIONS CHART

Multiple Intelligences	Product Design Choices
<b>Visual/Spatial</b> 	<ul style="list-style-type: none"> <li>• mind maps/flow charts</li> <li>• original art work</li> <li>• photo albums/portfolios</li> <li>• videocassette recordings</li> <li>• collages</li> <li>• brochures/pamphlets</li> <li>• storyboards</li> <li>• posters/graphs</li> </ul>
<b>Verbal/Auditory</b> 	<ul style="list-style-type: none"> <li>• audiocassette recordings</li> <li>• rhymes/riddles/jokes</li> <li>• storytelling</li> <li>• poetry</li> <li>• interview</li> <li>• debate</li> <li>• verbal reports</li> <li>• read aloud</li> </ul>
<b>Mathematical/Logical</b> 	<ul style="list-style-type: none"> <li>• charts/graphs/diagrams (compare and contrast, if ...then..., Venn diagram)</li> <li>• create/solve clue s &amp; mysteries</li> <li>• create rules</li> <li>• invent games</li> <li>• list/catalog</li> <li>• sequence (timelines, classifications)</li> <li>• identify steps and procedures</li> <li>• identify patterns</li> </ul>
<b>Musical/Rhythmic</b> 	<ul style="list-style-type: none"> <li>• create original music (write songs)</li> <li>• create original lyrics</li> <li>• change old lyrics</li> <li>• perform in musicals</li> <li>• identify rhythmic patterns</li> <li>• incorporate instruments</li> <li>• use music /sounds as a backdrop</li> </ul>
<b>Body/Kinesthetic</b> 	<ul style="list-style-type: none"> <li>• dramatic performances</li> <li>• tableaux</li> <li>• create models/sculptures</li> <li>• create sports games</li> <li>• use body language</li> <li>• perform dances</li> <li>• circuits/ learning centers/ stations</li> </ul>
<b>Self/Intrapersonal</b> 	<ul style="list-style-type: none"> <li>• become a character</li> <li>• journal/diary reflections</li> <li>• editorial column</li> <li>• share opinions/feelings</li> <li>• autobiographical report</li> <li>• select topics of personal interest</li> <li>• set personal goals</li> </ul>
<b>Social/Interpersonal</b> 	<ul style="list-style-type: none"> <li>• conduct a survey</li> <li>• work in groups</li> <li>• work with a partner</li> <li>• become a team/group leader</li> <li>• brainstorm</li> <li>• debate</li> <li>• teach others</li> </ul>

# Principles of Differentiated Instruction



Differentiated instruction is a cyclical process of finding out about the learner and responding by differentiating.



**When we know the learner's strengths and needs (readiness, interests and learner preferences), we can respond by differentiating:**

What students learn about and where they begin learning (e.g., topic, entry point)	<b>CONTENT</b>
The ways we help students learn—through instruction and assessment (e.g., researching a topic at a learning centre, participating in a jigsaw, identifying similarities and differences)	<b>PROCESS</b>
The ways students demonstrate their learning—through assessment and evaluation (e.g., creating a product from a choice board, oral or written presentation)	<b>PRODUCT</b>
Conditions for learning (e.g., quiet or busy, alone or with others)	<b>LEARNING ENVIRONMENT</b>

**Responding by Differentiating involves:**

Using appropriate, evidence-based strategies for instruction, assessment and evaluation;

Using structures or ways of organizing that facilitate student learning; and

Providing choice, respectful tasks, a shared responsibility for learning and flexible learning groups (key features of differentiated instruction).